DOCUMENT RESUME

ED 114 525 95 CE 005 372

TITLE	The Comprehensive Career Education System: Guidance Component 10-12.
INSTITUTION	Educational Properties Inc., Irvine, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
GRANT	OEG-0-72-4578
NOTE	102p.; For related documents, see CE 005 370-371 and CE 005 373
AVAILABLE FROM	Educational Properties, Incorporated, P.O. Box DX, Irvine, California 92664 ($4.00)
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Career Awareness; *Career Education; *Curriculum Guides; Educational Objectives; Grade 10; Grade 11; Grade 12; Group Guidance; Guidance Objectives; *Guidance Programs; *Learning Activities; Resource Guides; *Secondary Education; Senior High Schools

ABSTRACT

The counselor directed guidance component for grades 10 through 12 was designed in conjunction with the California State Guidance Model. The material is arranged under the following chapters: appreciation and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, skill awareness, beginning competence, and employability skills. Arranged according to grade levels, each chapter begins with a statement of goals and sub-goals, explores activities and objectives, and lists resources. A systematic numerical coding system was used for goals, sub-goals, objectives, and activities, based upon the concepts expressed in the California State Guidance Model. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

CE005372

ED114525

OCT 6 1975

Comprehensive Career Education System

Guidance Component 10-12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

Wiley Westerfield

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

THE COMPREHENSIVE CAREER EDUCATION SYSTEM

GUIDANCE COMPONENT
10–12

The Comprehensive Career Education System was developed through the Orange County Consortium Career Education Model, consisting of the Orange and Santa Ana Unified School Districts and the Rancho-Santiago Community College District.

EDUCATIONAL PROPERTIES INCORPORATED
P.O. BOX DX
IRVINE, CALIFORNIA 92664

Copyright© is claimed by Educational Properties Incorporated until December 31, 1979. Thereafter, all portions of this work covered by this copyright will be in the public domain.

This work was developed under a grant from the Department of Health, Education, and Welfare, OEG–0–72–4578, U.S. Office of Education. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement should be inferred.

ABBREVIATIONS

TAP – Test of Academic Progress
DAT – Differential Aptitude Test
SAAS – Self-Assessment Appraisal Survey
GATB – General Aptitude Test Battery
CEEB – College Entrance Exam Board
ACT – American College Testing Program
EDD – Employment Development Dept.

GUIDANCE COMPONENT 10–12

The Comprehensive Career Education System Guidance Component for grades 10–12, has been exclusively designed for utilization by counselors at the respective grade levels. Counselors representing the three districts designed guidance goals and sub-goals for each career element and grade level. Moreover, each goal and sub-goal was coded showing its relationship to the various basic components and concepts expressed in the California State Guidance Model. Thereupon, performance objectives, activities and resources were devised for grade levels 10–12. Likewise, a systematic numerical coding was used for goals, sub-goals, and activities for easy utilization by counselors.

Throughout the Comprehensive Career Education System, resources or supplemental materials have been designated for your convenience. However, if these materials or resources are not available, substitute materials that would be appropriate for the goals, objectives and activities contained within the System.

CONTENTS

Appreciations And Attitudes 1

Self Awareness 11

Decision Making 23

Educational Awareness 36

Career Awareness 61

Economic Awareness 74

Skill Awareness, Beginning Competence 80

Employability Skills 89

APPRECIATIONS AND ATTITUDES 1.1, 3.1, 3.2

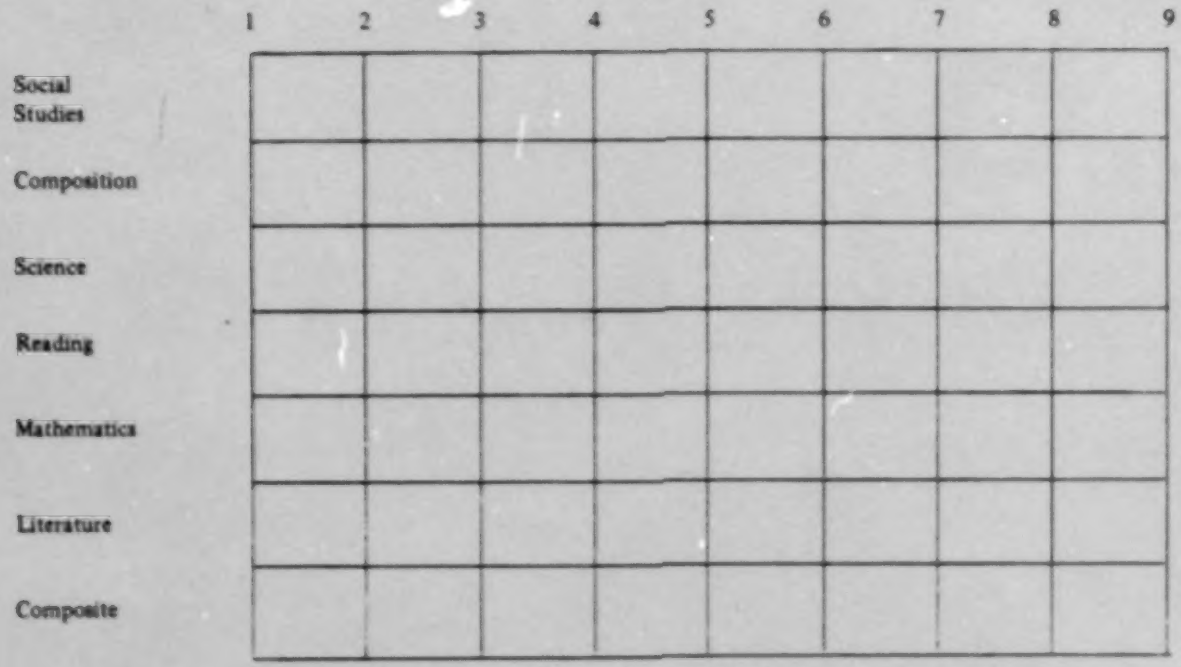
GOAL: 1.0 Individuals differ in their interests, aptitudes, abilities, values and attitudes, and this affects their job choices, their life-styles, and job satisfaction.

SUB GOAL: 1.4 To realize the importance of exploring one's own potentialities, attitudes and values as related to an individual's career choice.

GRADE 10

OBJECTIVE: 1.4.1 10th grade students will use decision-making skills through use of an individual "Career Planning Folder" that will be initiated before the end of 10th grade.

1.4.1.1 ACTIVITY: PROFILE FOR TAP



GRADE 10

ACTIVITY: 1.4.1.1 Self-Awareness summary for Guidance Folder — prepare a chart

Achievement	Aptitude	Interest	Values	Motivation
activities	transcript	OVIS profile	Meyer-Briggs Value Inventory	(student to work out)

GRADE 10

ACTIVITY: 1.4.1.1 1. Prepare a profile sheet to go with SAAS Meeting with 10th grade students:
a) Prepare sheets with steps showing the decision-making process
b) Folder will begin with

- print-out from the OVIS
- use of SAAS for self-awareness
- copy of transcript
- Meyer-Briggs – Value Inventory
- Self-awareness Summary
- TAP Profile 9th grade
- DAT results 8th grade

OBJECTIVE: 1.4.2 10th grade students will be able to assess leisure time activities available to them through the school program upon completion of orientation.

ACTIVITY: 1.4.2.1 To be coordinated with activities director:
1) Develop a hobby fair [illegible] organized clubs in the school
2) Follow up with slide presentation
3) In an orientation session allow student representatives to make presentation

Other Possible Activities and Procedures (Extra Curricular Activities):

1.4.2.2 Consult student handbook

1.4.2.3 Use students currently involved in student government and extra curricular activities

1.4.2.4 Slide presentation or film of club activities (to be developed by student teams)

1.4.2.5 Hobby fair

1.4.2.6 Community resources (YMCA; YWCA; 4–H Club etc.)

OBJECTIVE: 1.4.3 10th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

GRADE 10

ACTIVITY: 1.4.3.1 After a day of department visitation by students, Counselors will schedule small group conferences for consideration of next year's classes.

RESOURCES:

Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
transcripts
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments shoing showing class activities
Arrange for students to visit classes in which they are interested but have no experience
Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments

GRADE 11

OBJECTIVE: 1.4.4 11th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 1.4.4.1 After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration of next year's classes.

RESOURCES:

Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
transcripts
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience

GRADE 11

ACTIVITY: (con't) Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments

OBJECTIVE: 1.4.5 11th grade students will assess their academic progress as evaluated by a testing program administered in grade 11 through small group sessions.

ACTIVITY: 1.4.5.1 Complete test data profile sheet and use transparencies to interpret test results in small group sessions.

RESOURCES:

1. Test interpretation work sheet
2. Transparencies
3. 9th grade test interpretation data for comparison
4. Junior class median test scores

OBJECTIVE: 1.4.6 An individualized career and educational plan will be developed by using small group and individual sessions with the counselor for 11th grade students who are identified through the Student Needs Assessment Survey as needing considerable help.

SUGGESTED ACTIVITIES:

1.4.6.1 Build on Career Planning Folder

1.4.6.2 Utilize Career Speakers

1.4.6.3 Taped interviews of guest speakers

1.4.6.4 Conduct field trips to industry

1.4.6.5 Assign exploratory work experience (in coordination with Career Education coordinator)

1.4.6.6 Show films and slides (especially for terminal student)

1.4.6.7 Give GATB

1.4.6.8 Give AFATB (Armed Forces Aptitude Battery)

SELF–AWARENESS 1.2

GOAL: 2.0 The understanding, acceptance, and development of self is a life-long process and is constantly changed and influenced by life experiences.

SUB GOAL: 2.4 To develop self-confidence that one's anticipated career choice is consistent with one's abilities, interests, and personal values.

OBJECTIVE: 2.4.1 10th grade students will use decision-making skills by utilization of an individual "Career Planning Folder" that will be initiated before the end of 10th grade.

ACTIVITY: 2.4.1.1 1. Prepare a profile sheet to go with SAAS.

—— Hold a meeting with 10th grade students:

a) Prepare sheets with steps showing the decision-making process

b) Folder will begin with

— print-out from the OVIS
— use of SAAS for self-awareness
— copy of transcript
— Meyer-Briggs – Value Inventory
— Self-awareness Summary
— TAP Profile 9th grade
— DAT results 8th grade

GRADE 10

OBJECTIVE: 2.4.2 10th grade students will be able to assess leisure time available to them through the school program upon completion of one 55-minute orientation period.

ACTIVITY: 2.4.2.1 To be coordinated with activities director:

1) Develop a hobby fair using organized clubs in the school
2) Follow up with slide presentation
3) In an orientation session allow student representatives to make presentation

OBJECTIVE: 2.4.3 10th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 2.4.3.1 After a day of departmental visitations by students, counselors will schedule small group conferences for consideration of next year's classes.

RESOURCES:

transcripts
Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience
Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments

GRADE 10

OBJECTIVE: 2.4.4 10th grade students will be introduced to the Career Education Center in small groups to allow an oppo.tunity for career exploration.

ACTIVITY: 2.4.4.1 Career Treasure Hunt:

WELCOME TO OUR CAREER GUIDANCE CENTER!

Because our Center contains a wealth of information to help our students explore educational and vocational possibilities, we invite YOU to start a TREASURE HUNT in the Center. See how many answers you can find before we call time.

1. Give the title of one book or pamphlet that would help you with college.
2. What is the name of the book by J.J. McCoy about Veterinarians?
3. Name one kind of information to be found in the paperback book "Getting a Job with a Future."
4. How many kinds of careers in the field of medicine are listed in the paperback book "Allied Medical Education Directory?"
5. Who publishes the Occupational Outlook Handbook?
6. List the title of one speaker recorded on a cassette tape?

ACTIVITY: Career Treasure Hunt (con't)

7. Name two kinds of information found on each VIEW card.
8. List two schola.ships available this year.
9. What is the title of No. 32 Occupational Guide?
10. Give the title of one 8mm technicolor film.
11. In what grey bin is the folder containing information on the F.B.I.?
12. Name one junior college catalog.
13. Name three four-year colleges whose catalogs we have in the center.
14. What job is duscussed on page 238 and 239 of Volume II in the "Encyclopedia of Careers and Vocational Guidance?"
15. Give the title of a pamphlet or booklet on Fashion Design and in what cupboard is it?
16. What is the name of the directory in which you can find information on all colleges?
17. What is the title on a pamphlet from a College containing financial aid information?
18. Where in the center do you find speaker information?
19. Write the time when you finished this TREASURE HUNT.

GRADE 10

OTHER POSSIBLE ACTIVITIES:

2.4.4.2 Utilize student assistants–(students assigned to center who are familiar with resources available)

2.4.4.3 Prepare a check list of resources available. Student may want to check out each of these:

1. Using the first or second choice listed on your Student Needs Assessment Survey, find the following information.
   a. Five qualifications to enter the field (use 2 sources – VIEW, Occupational Guides or Career Information Guides).
   b. Necessary preparation (use 2 sources).
   c. Outlook for the future.
   d. Average salary.
2. List two schools (trade schools, junior colleges, 4-year colleges) that offer preparation for this job.
3. What are the admission requirements for one school that offers preparation for this job?

4. Name 3 branches of the military for which information is available to the military file.
5. List other information that you found that is significant to you.

2.4.4.4 Prepare a Slide-Tape presentation and show it to students

2.4.4.5 Conduct a Career Treasure Hunt

2.4.4.6 Invite classes to the center for orientation

GRADE 11

OBJECTIVE: 2.4.5 11th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 2.4.5.1 After a day of departmental visitations by students, Counselor will schedule small group conferences for consideration of next year's classes.

RESOURCES:

Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
transcripts
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities

GRADE 11

RESOURCES: (con't)		Arrange for students to visit classes in which they are interested but have no experience Work Experience Coordinator English – faire Use students who have had a subject to talk to small groups An activity day (or half-day) to learn more about classes in departments
OBJECTIVE:	2.4.6	11th grade students will assess their academic progress as evaluated by a testing program administered in grade 11 through small group sessions.
ACTIVITY:	2.4.6.1	After a day of departmental visitations by students, Counselor will schedule small group conferences for consideration of next year's classes.
RESOURCES:		transcripts Program Planning sheet Career Planning folder course catalog (graduation requirements) plan sheet Ostram's SAAS

RESOURCES: (con't)

VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience
Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments.

OBJECTIVE: 2.4.7

An individualized career and educational plan will be developed by using small group and individual sessions with the counselor for 11th grade students who are identified through the Student Needs Assessment Survey as needing considerable help.

GRADE 11

SUGGESTED ACTIVITIES:

2.4.7.1 Build on Career Planning Folder

2.4.7.2 Utilize Career Speakers

2.4.7.3 Taped interviews of guest speakers

2.4.7.4 Conduct field trips to industry

2.4.7.5 Assign exploratory work experience (in coordination with Career Education coordinator)

2.4.7.6 Show films and slides (especially for terminal students)

2.4.7.7 Give GATB

2.4.7.8 Give AFATB (Armed Forces Aptitude Battery)

DECISION-MAKING		**1.4, 1.5**
GOAL:	3.0	Career planning should be a privilege and responsibility of the individual who recognizes the influence of living in a changing society.
SUB GOAL:	3.4	To use the decision-making process, including an awareness that career decisions are flexible at the expense of time, effort, and money, in selecting a tentative career from the chosen career cluster.

OBJECTIVE: 3.4.1 10th grade students will use decision-making skills by utilization of an individual "Career Planning Folder" that will be initiated before the end of 10th grade.

ACTIVITY: 3.4.1.1 Career Treasure Hunt:

WELCOME TO OUR CAREER GUIDANCE CENTER!

Because our Center contains a wealth of information to help our students explore educational and vocational possibilities, we invite YOU to start a TREASURE HUNT in the Center. See how many answers you can find before we call time.

1. Give the title of one book or pamphlet that would help you with college.
2. What is the name of the book by J.J. McCoy about Veterinarians?
3. Name one kind of information to be found in the paperback book "Getting a Job with a Future."
4. How many kinds of careers in the field of medicine are listed in the paperback book "Allied Medical Education Directory?"
5. Who publishes the Occupational Outlook Handbook?
6. List the title of one speaker recorded on a cassette tape?

GRADE 10

ACTIVITY: 3.4.1.2 Career Treasure Hunt (con't)

7. Name two kinds of information found on each VIEW card.
8. List two scholarships available this year.
9. What is the title of No. 32 Occupational Guide?
10. Give the title of one 8mm technicolor film.
11. In what grey bin is the folder containing information on the F.B.I.?
12. Name one junior college catalog.
13. Name three four-year colleges whose catalogs we have in the center.
14. What job is discussed on page 238 and 239 of Volume II in the "Encyclopedia of Careers and Vocational Guidance?"
15. Give the title of a pamphlet or booklet on Fashion Design and in what cupboard is it?
16. What is the name of the directory in which you can find information on all colleges?
17. What is the title on a pamphlet from a College containing financial aid information?
18. Where in the Center do you find speaker information?
19. Write the time when you finished this TREASURE HUNT.

GRADE 10

OBJECTIVE: 3.4.3 10th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 3.4.3.1 After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration of next year's classes.

RESOURCES:

transcripts
Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience

GRADE 10

RESOURCES: (con't)

Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments

OBJECTIVE: 3.4.4 11th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 3.4.4.1 After a day of departmental, visitations by students, Counselors will schedule small group conferences for consideration of next year's classes.

RESOURCES:

Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
transcripts
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience

GRADE 11

RESOURCES: (con't)

Work Experience Coordinator
English – faire
Use students who have had a subject talk to small groups
An activity day (or half-day) to learn more about classes in departments

OBJECTIVE: 3.4.5

11th grade students will assess their academic progress as evaluated by a testing program administered in grade 11 through small group sessions.

ACTIVITY: 3.4.5.1

Complete test data profile sheet and use transparencies to interpret test results in small group sessions.

RESOURCES:

1. Test interpretation work sheet
2. Transparencies
3. 9th grade test interpretation data for comparison
4. Junior class median test scores

GRADE 11

OBJECTIVE: 3.4.6 An individualized career and educational plan will be developed by using small group and individual sessions with the counselor for 11th grade students who are identified through the Student Needs Assessment Survey as needing considerable help.

SUGGESTED ACTIVITIES:

3.4.6.1 Build on Career Planning Folder

3.4.6.2 Utilize Career Speakers

3.4.6.3 Tape interviews of guest speakers

3.4.6.4 Conduct field trips to industry

3.4.6.5 Assign exploratory work experience (in coordination with Career Education coordinator)

GRADE 11

SUGGESTED ACTIVITIES: (con't)

3.4.6.6 Show films and slides (especially for terminal student)

3.4.6.7 Give GATB

3.4.6.8 Give AFATB (Armed Forces Aptitude Test Battery)

OBJECTIVE: 3.4.7 11th grade students identified through the Student Needs Assessment Survey and those academically qualified to be admitted to a four-year college or university will examine the criteria for selecting a college through small group counseling sessions by the end of the junior year.

SUGGESTED ACTIVITIES:

3.4.7.1 Inventory 11th grade students by using the Student Needs Assessment Survey.

3.4.7.2 Conduct tours to college campuses

3.4.7.3 Utilize college catalogs

SUGGESTED ACTIVITIES: (con't)

3.4.7.4 Utilize taped interviews with representatives from colleges (students as well as alumni – and official representatives)

3.4.7.5 Hold a tea or fair for former students with college-bound juniors and seniors

3.4.7.6 CEEB Publications

OBJECTIVE: 3.4.8 11th grade students in need of financial assistance necessary to meet career goals will consider sources available to them through bulletins and small group and individual sessions with a counselor throughout the school year.

SUGGESTED ACTIVITIES:

3.4.8.1 Utilize a bulletin of financial aids – prepared locally

3.4.8.2 Complete applications for scholarships

3.4.8.3 Secure parent confidential statements

GRADE 11

SUGGESTED ACTIVITIES: (con't)

3.4.8.4 Read "Meeting College Costs" – CEEB

3.4.8.5 Use transparencies prepared by ACT

3.4.8.6 Utilize Community Resource people

3.4.8.7 Read college pamphlets

3.4.8.8 Read college catalogs

3.4.8.9 View slide presentations on colleges

GRADE 12

OBJECTIVE: 3.4.9 12th grade students in need of financial assistance necessary to meet career goals will consider sources available to them through bulletins and small group and individual sessions with a counselor thoughout the school year.

SUGGESTED ACTIVITIES:

3.4.9.1 Utilize a bulletin of financial aids – prepared locally

3.4.9.2 Complete applications for scholarships

3.4.9.3 Secure parent fonfidential statements

3.4.9.4 Read "Meeting College Costs" – CEEB

3.4.9.5 Use transparencies prepared by ACT

3.4.9.6 Utilize Community Resource people

3.4.9.7 Read College pamphlets

GRADE 12

SUGGESTED ACTIVITIES: (con't)

3.4.9.8 Read college catalogs

3.4.9.9 View slide presentation

OBJECTIVE: 3.4.10 12th grade students identified by the Student Needs Assessment Survey and those academically qualified to be admitted to four-year colleges and universities will demonstrate a knowledge of college admission requirements, procedures for college admissions and sources of financial assistance by applying for admission to a school of higher learning as a result of group counseling sessions.

ACTIVITY: 3.4.10.1 Prepare college guide for students:

In small groups work through the prepared guide to make sure that students are familiar with each of the forms needed to enroll in a university or college.

EDUCATIONAL AWARENESS

GOAL:	4.0	Knowledge and skills in different subjects relate to performance in different work roles.
SUB GOAL:	4.4	To continue to plan and acquire the necessary skills for one's desired life-style and selected career within the chosen career cluster.

OBJECTIVE: 4.4.1 10th grade students will use decision-making skills by utilization of an individual "Career Planning Folder" that will be initiated before the end of 10th grade.

ACTIVITY: 4.4.1.1 1. Prepare a profile sheet to go with SAAS

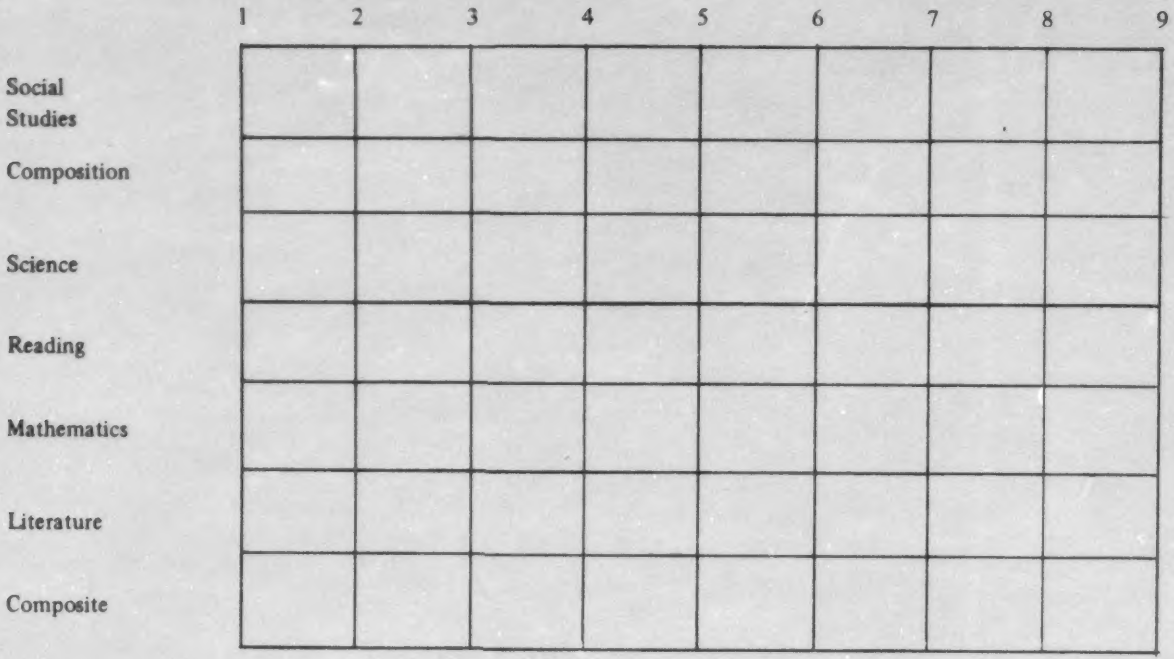
Meeting with 10th grade students:

a) Prepare sheets with steps showing the decision-making process

b) Folder will begin with

- -- print-out from the OVIS
- -- use of SAAS for self-awareness
- -- copy of transcript
- -- Meyer-Briggs – Value Inventory
- -- Self-awareness Summary
- -- TAP Profile 9th grade
- -- DAT results 8th grade

4.4.1.1 ACTIVITY PROFILE FOR TAP



GRADE 10

ACTIVITY: 4.4.1.1 Self-awareness Summary for Guidance Folder – Prepare a chart

Achievement	Aptitude	Interest	Values	Motivation
activities	transcript	OVIS Profile	Meyer-Briggs Inventory	(student to work out)

GRADE 10

OBJECTIVE:	4.4.2	10th grade students will be able to assess leisure time activities available to them through the school program upon completion of one 55-minute orientation period.
ACTIVITY:	4.4.2.1	To be coordinated with activities director: 1) Develop a hobby fair using organized clubs 2) Follow up with slide presentation 3) In an orientation session allow student representatives to make presentation
OBJECTIVE:	4.4.3	10th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.
ACTIVITY:	4.4.3.1	After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration of next year's classes.
RESOURCES:		transcripts Program Planning sheet Career Planning folder course catalog (graduation requirements)

RESOURCES:(con't)		plan sheet Ostram's SAAS VIEW cards OVIS GATB Development of filmstrips for departments showing class activities Arrange for students to visit classes in which they are interested but have no experience Work Experience Coordinator English – faire Use students who have had a subject to talk to small groups An Activity Day (or half-day) to learn more about classes in departments
OBJECTIVE:	4.4.4	All 10th grade students will name graduation requirements upon completion of two group guidance sessions.
ACTIVITY:	4.4.4.1	After career planning and academic progress sessions students will identify requirements for graduation on check-off sheet.

GRADE 10

ACTIVITY: 4.4.4.1 SUMMARY OF GRADUATION REQUIREMENTS

NAME _____ DATE _____

SUBJECTS REQUIRED:	REQ.	9		S/S	10		S/S	11		S/S	12	
		1st	2nd		1st	2nd		1st	2nd		1st	2nd
American Literature												
English Electives												
World History												
State Requirements												
United States History												
AD/CPS												
Social Studies Electives												
Science												
Mathematics												
Reading												
Electives												

ACTIVITY: 4.4.4.1 SUMMARY OF GRADUATION REQUIREMENTS (con't)

Electives – 9 grade	Electives – 10 grade	Electives – 11 grade	Electives – 12 grade

CAREER _____

COLLEGE _____

At the end of the third semester, I will need _____ semester periods to complete graduation requirements.

150 SEMESTER UNITS OF CREDIT MUST BE EARNED IN GRADES 10, 11, and 12.

200 SEMESTER UNITS OF CREDIT MUST BE EARNED IN GRADES 9, 10, 11, and 12.

GRADE 10

ACTIVITY: 4.4.4.1 SUMMARY OF GRADUATION REQUIREMENTS (con't)

GRADE POINT AVERAGE (Use all grades except P.E.)

No. A's _____ X4= _____ grade points

No. B's _____ X3= _____ grade points

No. C's _____ X2= _____ grade points

No. D's _____ X1= _____ grade points

No. F's _____ X0= _____ grade points

TOTAL _____ grades _____ grade points

DIVIDE TOTAL GRADES INTO TOTAL GRADE POINTS. CARRY TO TWO DECIMAL PLACES

GRADE POINT AVERAGE

TOTAL GRADES _____ TOTAL GRADE POINTS

PARENT SIGNATURE _____

ACTIVITY: 4.4.4.1 SUMMARY OF GRADUATION REQUIREMENTS (con't)

After career planning and academic progress sessions students will identify requirements for graduation on check-off sheet.

GRADE 11

OBJECTIVE: 4.4.5 11th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 4.4.5.1 After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration of next year's classes.

RESOURCES:

transcripts
Program Planning Sheet
Career Planning folder
course catalog (graduation requirements)
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience
Work Experience Coordinator

GRADE 11

RESOURCES: (con't)

English -- faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments.

OBJECTIVE: 4.4.6

11th grade students will assess their academic progress as evaluated by a testing program administered in Grade 11 through small group sessions.

ACTIVITY: 4.4.6.1

Complete test data profile sheet and use transparencies to interpret test results in small group sessions.

RESOURCES:

1. Test interpretation work sheet
2. Transparencies
3. 9th grade test interpretation data for comparison
4. Junior class median test scores

GRADE 11

OBJECTIVE: 4.4.7 An individualized career and educational plan will be developed by using small group and individual sessions with the counselor for 11th grade students who are identified through the Student Needs Assessment Survey as needing considerable help.

ACTIVITY:

4.4.7.1 Build on Career Planning Folder

4.4.7.2 Utilize Career Speakers

4.4.7.3 Tape interviews of guest speakers

4.4.7.4 Conduct field trips to industry

4.4.7.5 Assign exploratory work experience (in coordination with Career Education coordinator)

4.4.7.6

GRADE 11

	4.4.7.6	Show films and slides (especially for terminal students)
	4.4.7.7	Give GATB
	4.4.7.8	Give AFATB (Armed Forces Aptitude Battery)
OBJECTIVE:	4.4.8	11th grade students identified through the Student Needs Assessment Survey and those academically qualified to be admitted to a four-year college or university will examine the criteria for selecting a college through small group counseling sessions by the end of the junior year.
ACTIVITY:	4.4.8.1	Build on Career Planning Folder
	4.4.8.2	Utilize Career Speakers
	4.4.8.3	Taped interviews of guest speakers

SUGGESTED ACTIVITIES: (con't)

4.4.8.4 Conduct field trips to industry

4.4.8.5 Assign exploratory work experience (in coordination with Career Education coordinator)

4.4.8.6 Show films and slides (especially for terminal student)

4.4.8.7 Give GATB

4.4.8.8 Give AFATB (Armed Forces Aptitude Battery)

GRADE 11

OBJECTIVE:	4.4.9	11th grade students will appraise their standing in regard to graduation requirements in order that any deficiencies may be made up in summer school.
ACTIVITIES:	4.4.9.1	Through a letter upon completion of first semester work a student will be reminded of deficiencies. -- Appendix A
	4.4.9.2	Use Summer School Bulletin and pre-register
	4.4.9.3	Phone calls made following second semester prior to summer school

APPENDIX A

Dear Parents:

As your student approaches his/her senior year in high school, I trust he/she will receive the maximum benefit from the educational opportunities available. There are many aspects of being a high school senior that merit consideration.

(1) There are two basic reasons for poor grades in the classroom. Either the student can't do the work or he/she won't do the work. As you and your student plan his/her schedule for the senior year, select with care the courses that he/she is capable of and willing to prepare.

(2) Remember that two semesters of social studies and P.E. are required of all seniors.

(3) A check of high school graduation requirements indicates your student has not yet completed the requirement in_____. It must be completed before graduation.

(4) Potential employers often request attendance records for student applicants. With_____class periods absence out of the 180 day school year you can determine your student's attendance record.

GRADE 11

APPENDIX A (con't)

(5) If your student's desire is to enter college, he/she should be thoroughly familiar with four items that he/she must present for admission:(a) subject requirements, (b) necessary grade point average, (c) appropriate test scores, and (d) deadlines and necessary steps for application. If you have questions relative to college admissions, please contact me.

(6) The records indicate that your student has completed (prior to summer school) _____ units. It is possible to earn 60 units during the senior year. A total of 150 units must be earned in grades 10, 11, and 12.

My best wishes for a successful year. Please feel free to call me at _____ if you have questions.

Yours very truly,

Counselor

OBJECTIVE: 4.4.10 11th grade students will explore continuing education opportunities available to them through small groups and individual sessions with a counselor throughout the school year.

ACTIVITIES: 4.4.10.1 After a session of working on career planning, students will interview at least 2 adults about their employment:

(a) Advantages and disadvantages of job
(b) Training required
(c) Opportunities in this field

RESOURCES: (Other activities and resources)

4.4.10.2 Show films or slide presentations

4.4.10.3 Listen to taped interviews

4.4.10.4 Have graduate students as speakers

4.4.10.5 Utilize present students enrolled in classes

GRADE 11

RESOURCES: (other activities and resources con't)

4.4.10.6 Conduct field trips to various schools and industries

OBJECTIVE:	4.4.11	12th grade students identified by Student Needs Assessment Survey and those academically qualified to be admitted to four-year colleges and universities will demonstrate a knowledge of college admission requirements, procedures for college admissions and sources of financial assistance by applying for admission to a school of higher learning as a result of group counseling sessions.
ACTIVITY:	4.4.11.1	Prepare college guide for students: In small groups work through prepared guide to make sure that students are familiar with each of the forms necessary to enter a college or university of their choice.
OBJECTIVE:	4.4.12	12th grade students will select continuing education opportunities available to them through small groups and individual sessions with a counselor throughout the school year.
ACTIVITY:	4.4.12.1	Students will use Educational Opportunities to help them see where they are and where they want to be in their educational decisions.

GRADE 12

4.4.12.1 EDUCATIONAL OPPORTUNITIES

Requirements for area of work	Physical: Personality: Educational:
Qualifications	
Preparations	Trade School _____ Community College _____ Apprenticeship _____ Four Year College _____ On-The-Job-Training _____ R.O.P _____ Other _____

GRADE 12

OBJECTIVE:	4.4.13	Through individual counseling 12th grade students will evaluate their graduation standing by filling out a graduation application in the last semester of attendance at the high school level.
PROCEDURE:	4.4.13.1	Graduation application to be prepared

GRADE 12

DECLARATION OF INTENT TO GRADUATE OR LEAVE AT MID-TERM

CLASS OF

I,_____, declare my intent to leave_____High School at the end of First Semester for one of the following reasons:

(circle one)

1. Graduation requirements met

2. Short graduation requirements

3. Moving (will earn diploma at new school)

I plan to participate in the Graduation Exercises (circle one) Yes No

(con't) GRADE 12

If I wish to take part in graduation exercises, I understand that my diploma will be received at that time. I also understand that it is my responsibility to stay in contact with the school so that I am aware of events in which I am required to participate in order to take part in these exercises.

Signature_____
(Student)

Signature_____
(Parent or Guardian)

_____
(date)

CAREER AWARENESS 1.3, 2.2, 2.4

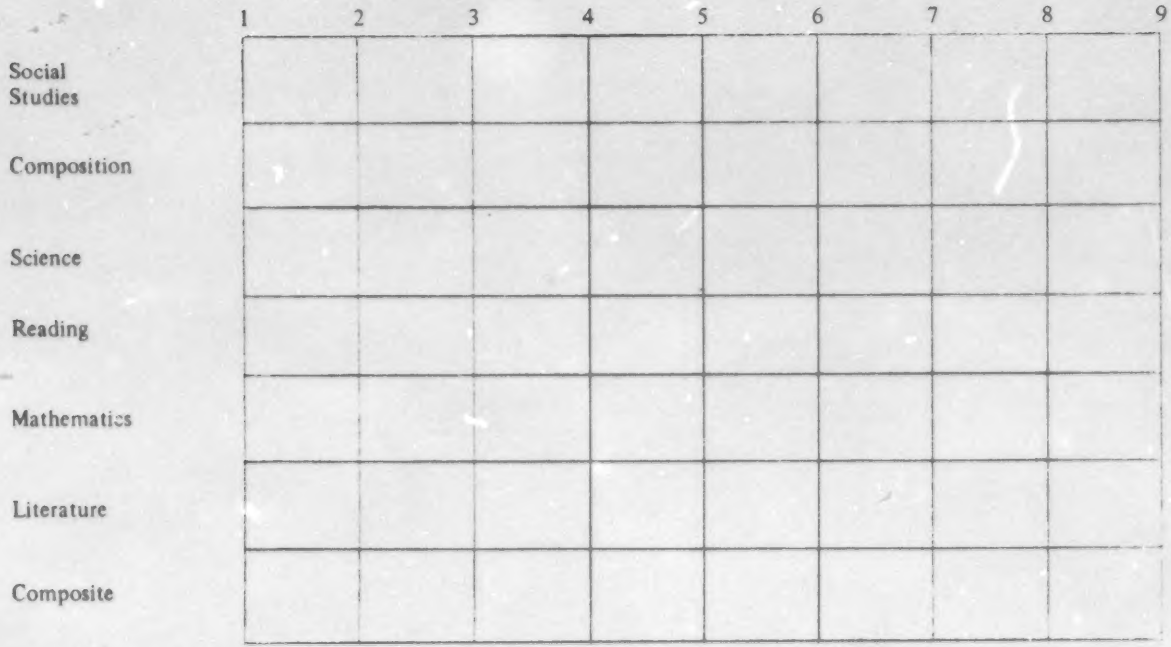
GOAL:	5.0	The student will understand the job families and career clusters classifications. Following this, the students should accept the responsibility of making career choices affecting their own destiny based upon their knowledge of self, knowledge of the world of work, and correlation of their potential with limiting factors in their environment.
SUB GOAL:	5.4	To explore the selected career in-depth based on the individual's developing interests, values, abilities, and their chosen life style.

GRADE 10

OBJECTIVE: 5.4.1 10th grade students will use decision making skills through use of an individual "Career Planning Folder" that will be initiated before the end of 10th grade.

5.4.1.1 ACTIVITY

PROFILE FOR TAP



GRADE 10

OBJECTIVES: 5.4.2 10th grade students will be introduced to the Career Education Center in small groups to allow an opportunity for career exploration.

ACTIVITY: 5.4.2.1

1. Prepare a profile sheet to go with SAAS.

--- Meeting with 10th grade students:

a) Prepare sheets with steps for decision-making process

b) Folder will begin with

---- print-out from the OVIS

---- use of SAAS for self-awareness

---- copy of transcript

---- Meyer-Briggs – Value Inventory

---- Self-awareness Summary

---- TAP Profile 9th grade

---- DAT results 8th grade

GRADE 10

OBJECTIVE: 5.4.3 10th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 5.4.3.1 After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration of next year's classes.

RESOURCES:

transcripts
Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience

RESOURCES: (con't)

Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments

GRADE 11

OBJECTIVES:	5.4.4	11th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.
ACTIVITY:	5.4.4.1	After a day of department visitation by students, Counselor will schedule small group conferences for consideration of next year's classes.
RESOURCES:		transcripts Program Planning sheet Career Planning folder course catalog (graduation requirements) plan sheet Ostram's SAAS VIEW cards OVIS GATB Development of filmstrips for departments showing class activities Arrange for students to visit classes in which they are interested but have no experience

GRADE 11

RESOURCES: (con't)

Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments

OBJECTIVE: 5.4.5

11th grade students will assess their academic progress as evaluated by a testing program administered in grade 11 through small group sessions.

ACTIVITY: 5.4.5.1

Complete test data profile sheet and use transparencies to interpret test results in small group sessions.

RESOURCES:

1. Test interpretation work sheet
2. Transparencies
3. 9th grade test interpretation data for comparison
4. Junior class median test scores

GRADE 11

OBJECTIVE: 5.4.6 An individualized career and educational plan will be developed by using small group and individual sessions with the counselor for 11th grade students who are identified through the Student Needs Assessment Survey as needing considerable help.

ACTIVITY:

5.4.6.1 Build on Career Planning Folder

5.4.6.2 Utilize Career Speakers

5.4.6.3 Taped interviews of guest speakers

5.4.6.4 Conduct field trips to industry

5.4.6.5 Assign exploratory work experience (in coordination with Career Education Facilitator).

GRADE 11

	5.4.6.6	Show films and slides (especially for terminal students)
	5.4.6.7	Give GATB
	5.4.6.8	Give AFATB (Armed Forces Aptitude Battery)
OBJECTIVE:	5.4.7	11th grade students identified through the Student Needs Assessment Survey and those academically qualified to be admitted to a four-year college or university will examine the criteria for selecting a college through small group counseling sessions by the end of the junior year.
ACTIVITY:	5.4.7.1	11th grade students will be inventoried by using a Student Needs Assessment Survey.
	5.4.7.2	Conduct tours to college campuses.
	5.4.7.3	Read college catalogs

ACTIVITIES: (con't)

5.4.7.4 Utilize taped interviews with representatives from colleges (students as well as alumni--and official representatives)

5.4.7.5 Hold a tea or fair for former students with college-bound juniors and seniors

5.4.7.6 Read CEEB Publications

OBJECTIVE: 5.4.8 11th grade students will explore continuing education opportunities available to them through small groups and individual sessions with a counselor throughout the school year.

ACTIVITY: 5.4.8.1 After a session of working on career planning, students will interview at least 2 adults about their employment:

(a) Advantages and disadvantages of job
(b) Training required
(c) Opportunities in this field

GRADE 11

SOURCES: – (Other activities and resources)

5.4.8.2 View films or slide presentations

5.4.8.3 Listen to taped interviews

5.4.8.4 Utilize graduate students as speakers

5.4.8.5 Utilize present students enrolled in classes

5.4.8.6 Conduct field trips to various schools and industries

GRADE 12

OBJECTIVE:	5.4.9	12th grade students will select continuing education opportunities available to them through small groups and individual sessions with a counselor throughout the school year.
ACTIVITY:	5.4.9.1	Students will use Educational Opportunities to help them see where they are and where they want to be in their educational decisions.

ECONOMIC AWARENESS 2.3

GOAL	6.0	To gain a basic knowledge of economics including an awareness of the fact that specialization creates an interdependent society, and to realize that when a job is not totally fulfilling to a worker, one may seek greater satisfaction from other facets of life.
SUB GOAL:	6.4a	To understand our inter-dependent society as related to goods and services.
SUB GOAL:	6.4b	To understand financial and legal instruments that govern and protect the worker and to relate these legal and financial considerations to the individual's chosen life style and selected career.

OBJECTIVE:	6.4a.1	10th grade students will be able to assess leisure time activities available to them through the school program upon completion of one 55 minute orientation period.
ACTIVITY:	6.4a.1.1	To be coordinated with activities director: 1) Develop a hobby fair using organized clubs 2) Follow up with slide presentation 3) In an orientation session allow student representatives to make presentation
OBJECTIVE:	6.4a.2	10th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.
ACTIVITY:	6.4a.2.1	After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration of next year's classes.

GRADE 10

RESOURCES:

transcripts
Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience
Work Experience Coordinator
English – faire
Use students who have had a subject
An activity day (or half-day) to learn more about classes in departments.

GRADE 11

OBJECTIVE: 6.4a.3 11th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 6.4a.3.1 After a day of department visitation by students, Counselor will schedule small group conferences for consideration of next year's classes.

RESOURCES:

transcripts
Program Planning Sheet
Career Planning folder
course catalog (graduation requirements)
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience

GRADE 11

RESOURCES: (con't)		Work Experience Coordinator English – faire Use students who have had a subject to talk to small groups An activity day (or half-day) to learn more about classes in departments
OBJECTIVE:	6.4b.1	11th grade students in need of financial assistance to meet career goals will consider sources available to them through bulletins and small group and individual sessions with a counselor throughout the school year.
ACTIVITY:	6.4b.1.1	Bulletin of financial aids – prepared locally

GRADE 12

OBJECTIVE:	6.4b.2	12th grade students in need of financial assistance to meet career goals will consider sources available to them through bulletins and small group and individual sessions with a counselor throughout the school year.
ACTIVITY:	6.4b.2.1	Bulletin of financial aids – prepared locally

SKILL AWARENESS, BEGINNING COMPETENCE 2.4, 2.1

GOAL: 7.0 The student will establish relevance between academic courses and occupational roles and will understand that both classifications and levels of occupations affect leisure time activities.

SUB GOAL: 7.4 To master skills basic to the chosen career cluster and to develop skills related to the individual's selected career and specific entry job.

OBJECTIVE: 7.4.1 10th grade students will decide on choice of classes (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 7.4.1.1 After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration for next year's classes.

RESOURCES:

transcripts
Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
Plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience

GRADE 10

RESOURCES: (con't)		Work Experience Coordinator English –faire Use students who have had a subject to talk to small groups An activity day (or half-day) to learn more about classes in departments
OBJECTIVE:	7.4.2	All 10th grade students will name graduation requirements upon completion of two group guidance sessions.
ACTIVITY:	7.4.2.1	After career planning and academic progress sessions students will identify requirements for graduation on check-off sheet.

GRADE 11

OBJECTIVE: 7.4.3 11th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 7.4.3.1 After a day of department visitation by students, Counselor will schedule small group conferences for consideration of next year's classes.

RESOURCES:

transcripts
Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience

GRADE 11

RESOURCES (con't)		Work Experience Coordinator English – faire Use students who have had a subject to talk to small groups An activity day (or half-day) to learn more about classes in departments
OBJECTIVE:	7.4.4	11th grade students will assess their academic progress as evaluated by a testing program administered in grade 11 through small group sessions.
ACTIVITY:	7.4.4.1	After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration for next year's classes.
RESOURCES:		transcripts Program Planning sheet Career Planning folder course catalog (graduation requirements) plan sheet Ostram's SAAS VIEW cards

RESOURCES: (con't)

OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience
Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments

OBJECTIVE: 7.4.5 Terminal 12th grade students identified through Student Needs Assessment Survey and indicating a desire to enter the world of work according to the Career Planning Folder will explore and select opportunities available to them through small group and individual counseling sessions in cooperation with Work Experience Coordinators by the end of the 12th grade.

ACTIVITY: 7.4.5.1 Invite EDD personnel to conduct a group session on:

completing job applications
interviewing
good grooming

OTHER SUGGESTED ACTIVITIES:

7.4.5.2 Conduct field trip to EDD

7.4.5.3 Conduct field trip to trade schools

7.4.5.4 View apprenticeship programs

GRADE 12

OTHER SUGGESTED ACTIVITIES: (con't)

7.4.5.5 Anxieties – (group counseling)

7.4.5.6 Attitudes – (group counseling)

OBJECTIVES: 7.4.6 12th grade students identified through Student Needs Assessment Survey and indicating a need for additional academic preparation according to "Planning a Career" folder will select three educational opportunities available at community colleges through group counseling sessions.

PROCEDURES: 7.4.6.1 SUGGESTED ACTIVITIES:

1. Conduct field trips to community colleges
2. Have students from colleges talk with 12th grade students in small groups
3. View films and slide presentations
4. Conduct group counseling for anxieties and attitudes, study skills and self-discipline

OBJECTIVE: 7.4.7 12th grade students will select continuing education opportunities available to them through small groups and individual sessions with a counselor throughout the school year.

ACTIVITY: 7.4.7.1 Students will use Educational Opportunities to help them see where they are and where they want to be in their educational decisions.

EMPLOYABILITY SKILLS 2.5

GOAL:	8.0	The student will learn about the many training routes available for a variety of possible occupational choices.
SUB–GOAL:	8.4a	To develop personal and social inter-action skills and employability skills necessary to the individual's chosen career and anticipated entry job.
SUB–GOAL:	8.4b	To test the acquisition of these skills in a series of career development placements.

GRADE 10

OBJECTIVE: 8.4a.1 10th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 8.4a.1.1 After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration for next year's classes.

RESOURCES:

transcripts
Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience

GRADE 10

RESOURCES: (con't)

Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learr more about classes in departments

GRADE 11

OBJECTIVE: 8.4a.2 11th grade students will decide on class choices (on and off campus) consistent with their abilities and career choices in small groups and individual sessions with a counselor before registering for the following year.

ACTIVITY: 8.4a.2 After a day of departmental visitations by students. Counselors will schedule small group conferences for consideration for next year's classes.

RESOURCES:

transcripts
Program Planning sheet
Career Planning folder
course catalog (graduation requirements)
plan sheet
Ostram's SAAS
VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience

GRADE 11

RESOURCES: (con't)		Work Experience Coordinator English – faire Use students who have had a subject to talk to small groups An activity day (or half-day) to learn more about classes in departments
OBJECTIVE:	8.4a.3	11th grade students will assess their academic progress as evaluated by a testing program administered in grade 11 through small group sessions.
ACTIVITY:	8.4a.3.1	After a day of departmental visitations by students, Counselors will schedule small group conferences for consideration for next year's classes.
RESOURCES:		transcripts Program Planning sheet Career Planning folder course catalog (graduation requirements) plan sheet Ostram's SAAS

RESOURCES: (con't)

VIEW cards
OVIS
GATB
Development of filmstrips for departments showing class activities
Arrange for students to visit classes in which they are interested but have no experience
Work Experience Coordinator
English – faire
Use students who have had a subject to talk to small groups
An activity day (or half-day) to learn more about classes in departments

GRADE 12

OBJECTIVE:	8.4b.1	Terminal 12th grade students identified through Student Needs Assessment Survey and indicating a desire to enter the world of work according to the Career Planning Folder will explore and select opportunities available to them through small group and individual counseling sessions in cooperation with Work Experience Coordinators by the end of the 12th grade.
ACTIVITY:	8.4b.1	Students will use Educational Opportunities to help them see where they are and where they want to be in their educational decisions.
OBJECTIVE:	8.4a.4	12th grade students identified through Student Needs Assessment Survey and indicating a need for additional academic preparation according to "Planning a Career" folder will select three educational opportunities available at community colleges through group counseling sessions.
ACTIVITY:	8.4a.4.1	Student will choose 3 career plans that are consistent with career planning folder data to research on a field trip to a local Junior College.

GRADE 12

OBJECTIVE: 8.4a.5 12th grade students will select continuing education opportunities available to them through small groups and individual sessions with a counselor throughout the school year.

ACTIVITY: 8.4a.5.1 Students will use Educational Opportunities to help them see where they are and where they want to be in their educational decisions.